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ABSTRACT

Designed to identify and tabulate the various cohesive ties in writing, this instrument is a tabulation sheet for recording all instances of cohesive ties. The sheet includes columns for recording the cohesive word, the number of the sentence in which it appears, the referent of the cohesive word, and the number of the sentence in which it appears. It also provides brief descriptions with examples of the types of cohesion, and instructions for tabulators. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (primary through postsecondary and adult), purpose, and physical characteristics.) (HTH)

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Analyzing Cohesive Ties (ACT).

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Writing

Title: Analyzing Cohesive Ties (ACT)

Author: Carolyn Hartnett

Age Range: Primary through Post Secondary-Adult

Description of Instrument:

Purpose: To identify and tabulate the various cohesive ties in writing.

Date of Construction: 1980

Physical Description: ACT is a tabulation sheet for recording all instances of cohesive ties in writing. There are columns for recording the cohesive word, the number of the sentence in which it appears, the referent of the cohesive word, and the number of the sentence in which it appears. ACT also provides brief descriptions with examples of all the types of cohesion. It includes instructions to tabulators

Validity, Reliability, and Normative Data:

ACT is based on a comprehensive description of the cohesive system in English in Halliday and Hasan's Cohesion in English (1977). This book provides a more complete description of the types of cohesion than ACT. Hence, an evaluator or researcher considering ACT should first read Cohesion in English.

After 15 hours of training, high school English teachers achieved an inter-rater reliability of .78 with ACT.

Related Documents:

Hartnett, C. G. Measuring writing skills. Texas City, Texas: College of the Mainland, 1978. (ED 170 014)

Halliday, M.A.K. and Hasan, R. Cohesion in English. London: Longman, 1976.

"Analyzing Cohesive Ties (ACT)"

TYPES OF COHESIVE TIES: TABULATION SHEET

IDENTIFICATION OF WRITING TO BE ANALYZED _____ DATE _____

Number of Types Found:	Cohesive Item		Referent		Other occurences	No. of Sentence	Mechanics Errors
TYPE OF COHESION & EXAMPLES	Word(s)	No. of Sentence	Word(s)	No. of Sentence			
Reference 1. Pronouns: It, he, she, they, them, his, her, hers, its, him.							
2. Demonstratives: this, that, these, those, the, here, there, now.							
3. Comparatives, same, other, more, less, other than, such, numbered order.							
Lexical 1. Same word							
2. Synonym or association							
3. Higher category							
4. General noun							
Substitution & Omission 1. Noun (one, ones, same, each, lots, best, last)							
2. Verb (do)							
3. Clause (so, not, yet, no)							
Conjunction 1. Adding							
2. Contrasting							
3. Cause							
4. Consequence							
5. Summary & continuing							
6. Time order							
Tenses in Sequence							
Parallel Sentence Structure for Coordination							

Total Number of Types: _____ Number of Sentences Analyzed: _____

Comment:

Tabulated by _____

Definitions and Examples of Types of Cohesion

Reference

1. Personal Pronoun: Third person personal pronouns: he, him, his, she, her, hers, it, its, they, them, their, theirs.
2. Demonstratives and The: This, these, that, those, here, there, now (rarely), then, the.
3. Comparatives: Same, identical; similar (-ly), such; other, different, else; more, less, as many, ordinal numbers; as & adjective, comparatives. (Superlatives are self-defining and thus not cohesive.)

Test: Draw a line connecting the tie with its antecedent.

Lexical

1. Same: Repetition of the same or closely related words, including inflections and derivations, not necessarily with the same meaning or referent; puns; words with the same root.
2. Synonym: Synonyms; near synonyms that are different but related members of the same subgroup, such as Tuesday and Thursday or king and queen; words more specific than the original words (hyponyms); semantically related words expected to be found together

and interpreted in terms of each other (tree and leaf); opposites and other complements; collocations.

3. Higher Category: Superordinates; words of a more general, higher category that includes the original item as a subset of it; classifications, abstractions.
4. General Nouns: Generalized reference terms that could be replaced by a pronoun (R 1), usually accompanied by the reference item the or a demonstrative (R 2). They can carry an attitudinal meaning of adjective (the poor thing). People, person, man, woman, child, boy, girl, creature; thing, object; stuff; business, affair, matter; place; question, idea.

Test: Draw a line between the two words.

Substitution and Omission

1. Noun: Omission of noun or all or part of a noun group, usually represented by words such as mine, this, his, hers; any, each, many; first, next, last; one, two, more, lots; best, better, good, superlatives or comparatives. Also substitution of one or ones (accompanied by a defining modifier) or same to replace a count noun thing, nominalized process, attribute, or fact.

2. Verb: Omission of a word or words from a complete verbal group, including markers of tense, mood, or voice. Also substitution of do for the verb.
3. Clause: Omission of a clause structure, usually in response to a statement, or in a reporting sequence. Also substitution of so, not, yes, or no for a clause.

Test: Circle the original expression. Draw a caret where it could appear in another sentence.

Conjunction

1. Adding: and, also, nor, or, or else, and not, and also, furthermore, add to that, alternatively, by the way, incidentally; that is, in other words, e.g.; thus; likewise, in the same way, on the other hand; for instance.
2. Contrasting: Yet, though, only, but, however, even so, all the same, in fact, actually; but, and, however, conversely; instead, on the contrary, at least, I mean, or rather, in any case, anyhow, negatives.
3. Cause: Because, for, as, since.
4. Consequence: So, then, therefore, consequently; on account of this, in consequence, with this in mind,

it follows, arising out of this, to this end; then, in that case, in such an event, under the circumstances, otherwise, under other circumstances; here, in this respect, apart from this; thus, hence.

5. Summary and Continuing: In conclusion, up to now, at this point, from now on; to sum up, to resume, now, of course, well, anyway, surely, after all.
6. Time order: Then, next, just then, before that, hitherto, in the end; first, then, finally; at this moment.

Test: Draw lines from the tie to two items it connects; one of them will be in another sentence.

Tenses in Sequence

Correct use of sequence or continuity of tenses such that the tense markers give the text its coherence. Any errors in tense forms or mood eliminate this possibility.

Parallel Sentence Structure for Coordination

A pattern of similar, but not necessarily identical, sentence structure which matches similarity of meaning. (If the meaning of a parallel sentence is subordinate, such as adding detail, then the usage is an error, not a cohesive tie.)

Notice to Tabulators

These examples and definitions are only suggestions of what is cohesive. Count similar expressions if they show cohesion, if they truly are similar, and if they are not included in some other category. Conversely, do not count any word listed here as cohesive when it is used in some other non-cohesive sense. For example, the may be used to denote a general class (as "The dog makes a popular pet.").

The referent to a cohesive tie may appear in a sentence yet to come (cataphoric reference: "This is how to do it. Divide parts so that . . . ."). The referent may appear several sentences back (mediated or distant reference). Count both.

TYPES OF COHESIVE TIES: TABULATION SHEET

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Conjunction 1. Adding							
2. Contrasting							
3. Cause							
4. Consequence							
5. Summary & continuing							
6. Time order							
Tenses in Sequence							
Parallel Sentence Structure for Coordination							

Total Number of Types: _____ Number of Sentences Analyzed: _____

Comment:

Tabulated by _____

INSTRUCTIONS TO TABULATORS

1. Study the definitions and examples of types of cohesion.
2. Practice tabulating until you achieve .80 reliability correlation.
3. Review the types of cohesion, skimming the definitions and examples again at the beginning of each tabulation session.
4. On the tabulation sheet, fill in the blanks for the identification of the writing to be analyzed and the date; and place your initials or identification in the lower right-hand corner.
5. Place a number 1 before the first sentence of the first paper and read that first sentence.
6. Place a number 2 before the second sentence.
7. Read the second sentence until you find a word, expression, or omission that is a cohesive tie.
8. Write the word that is a cohesive tie in the column of cohesive items under the word "Word" and on the line naming that type of tie. If an item is a cohesive omission or a parallel sentence, put a check in the space.
9. Write the number of the sentence where the cohesive item occurred (2) in the appropriate space.

10. On the same line, in the column for the referent word, write the word to which the cohesive item refers. If the item is a clause, write only the first word, three dots, and the last word (or shorten the item in some similar clear manner).
11. Write the number of the sentence where the referent occurred (1).
12. Continue reading the second sentence and apply steps 8-11 for each cohesive item you find.
13. If an error in mechanics interferes with the cohesive item, write the number of the sentence in which the error occurs in the column labeled "Mechanics Errors" on the line naming the type of tie. List the sentence number for verb tense problems on the line for "Tenses in sequence." Ignore errors not related to cohesive ties. Number the sentences as the writer punctuated them unless there is an error in the punctuation. Do not count as cohesive any items that are erroneously separated from their referent.
14. Follow steps 7 through 13 for each sentence.
15. When you find a type of cohesion which you already found, on the line naming that type fill in the number of the sentence where the cohesive item occurs, and

mark the number of the sentence where its referent occurs. Ignore further repetitions except for "Mechanics Errors," for which you should list the number of the sentence with the error.

16. Quickly glance over the blank spots on the list to see if any should have been filled in. (Tenses and parallel structure might need a special review.)

17. To total the types of ties that occurred, count the number of lines filled in without errors in mechanics; write that number in the blank for total number of types.

18. Express yourself as you wish as "comment," or omit.

19. Proceed with steps 3-18 for the rest of the papers.

NUMBERING SENTENCES

1. Count sentences properly separated with a semicolon as two separate sentences.

2. Treat run-ons and comma splices as improperly written single compound sentences. They cannot count as cohesive within themselves.

3. Do not count titles.

4. If you count fragments as complete sentences for numbering purposes, do not count as cohesive any ties between improperly separated parts of the same sentence. (Mark an error and draw a line through the item and referent. Do not count that type unless you find other occurrences correctly done.) Example of what does not

count:
1. A dog barked. 2. Because she saw a stranger.
Example of what does count:
1. A dog barked. 2. Because of the barking, Maria lay awake. (Note: causal cohesion will usually include some other cohesive tie besides the word <u>because</u> or <u>for</u>.)

5. The general principle to remember is that cohesive ties count only when they are correctly written. The potential for a cohesive tie is not enough; it must be expressed explicitly and correctly. Cohesion expresses the relationship between separate sentences.